

# HIST 490/INTL 480: International History

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*Spring 2019*

**Location:** CCC 224

**Phone:** 715-346-2795

**Schedule:** Wednesdays from 3-5:50pm

**Email:** [taylor.easum@uwsp.edu](mailto:taylor.easum@uwsp.edu)

**Office Hours:** MW from 10:00-10:50am in CCC 459  
(Also by appointment)

**Course Description:** This course is designed to serve as the capstone for both International Studies and History majors. The main goal is to help students transition from their major to the professional or academic world beyond UWSP. Students will draw on past coursework and experiences to complete a major research project, and present that project in multiple ways. First, students will produce a professional quality research essay using appropriate sources, format, and argumentation. Second, students will present their project in a poster session at the COLS Undergraduate Research Symposium in May.

The class is broadly organized into three parts, though these parts will be interwoven throughout the semester. First, we will read and discuss collectively short texts identifying key aspects of the field and practice of both history and international studies today. This section of the course is not meant to be exhaustive, but rather to stimulate us to think about our research interests in new ways, and to relate them to both long-term and developing trends. Second, we will explore the mechanics of research, argumentation, and presentation together in a series of labs and hands-on experiences. Our research projects will differ significantly, but a solid grounding in research methodology is needed for success, either in the classroom or the boardroom. Finally, we will work intensely on the writing and production of our research presentations. Even the best ideas, poorly presented, will likely be ignored. I do not intend for any of you to be ignored.

## Learning Outcomes

This course aligns directly with the General Education Program outcomes for Communication and Capstone in the Major. Upon completing all in-class activities and co-curricular assignments, students will improve their ability to:

- Demonstrate professional academic standards for oral communication through leading in-class discussions and presenting an original research poster at a formal conference venue.
- Apply professional academic standards for written communication to compose an articulate, grammatically correct, and organized original research paper with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and other's writing/oral presentations to provide effective and useful feedback to improve their communication.
- Demonstrate critical thinking, analytical skills, and professional communication skills necessary to succeed in a rapidly changing global society.

**Website:** The website for the course will provide access to most of the key readings. In addition, the website will provide an online discussion forum for each weekly topic. Students may be asked to post online in certain weeks as part of their weekly participation grade.

**Readings:** There are no textbooks for this class. There are a number of online readings from academic journals, non-governmental organizations, and news outlets.

**Evaluation:** The course is designed to facilitate comparison and reflection; as such, students are encouraged to bring their own experiences, interests, past studies, and questions into the discussion. Moreover, this course aims to develop students' written and oral presentation skills. With these goals in mind, students shall be evaluated based primarily on weekly responses to the readings, two formal oral presentations, two short essays, and one major research essay.

- *Participation (10%)*: Students will be assigned a grade based on their attendance and participation in classroom discussions, as well as their collaboration in group activities and workshops in class. Participation in discussion is crucial for this grade, so please see me if you have any questions or concerns about participating in class.
- *History Day Judging (5%)*: The [regional History Day competition](#) will be held on March 14 on the UWSP campus. Since this class is geared towards developing professional research, writing, and presentation skills, serving as a judge for History Day will be a great opportunity for students to spend some time on the other side of the equation, and to help encourage younger students interested in our field. Please note this will involve a time commitment on March 14, but there will be no in-class meeting that week to compensate. If there are any schedule conflicts, please contact me.
- *Leading Discussion (10%)*: Once during the semester, every student will need to join with one or two colleagues to lead discussion. This will involve reading the material for that week closely and coming up with a plan for leading discussion together. Students may meet together before class or collaborate remotely. Your discussion plan must be discussed with me before day of class.
- *Abstract and Conference Submission (10%)*: One skill we will develop in this course is how to write a formal research abstract, and to submit to a professional academic conference. Students will be required to submit abstracts to the [UWSP College of Letters and Sciences Undergraduate Research Symposium](#), scheduled for May 3, 2019.
- *Article Précis (10%)*: This assignment encourages students to analyze an article from the discipline of History as central to the Literature Review section of the paper. Writing assignments will build upon each other to help foster a productive writing process.
- *Literature Review (10%)*: In order to scaffold the writing of the research essay (see below), students will first submit a literature review for evaluation. The literature review must be grounded in the historiography of their topic, and ideally draw from the theoretical frameworks in our assigned readings and classroom discussions.
- *Research Essay (30%)*: The major assignment for this class is a 15-20 page paper on a topic chosen by the student and approved by the instructor. This will build on your earlier assignments (the article précis and the literature review), and consist of a draft and a final submission, each counting for half of this category (i.e. 15% of your total course grade each).
- *Research Poster and Professional Presentation (15%)*: Students will produce a formal research poster and present at a conference. We will devote class time to poster workshops and to practicing our presentation skills. Students will submit the digital versions of their posters for a grade as well. Also, students should be aware that a professional poster will cost approximately \$50—this is why I have not required you to purchase any books. The cost should be justified, but please talk to me at the beginning of the semester if you have specific financial concerns.

## **COURSE OUTLINE:**

### **Week 1 (January 23<sup>rd</sup>): Getting Situated in an Inter-/Trans-National Space**

*In this introductory week, we will introduce not only ourselves, but also the broad themes of the class. Importantly, we will work to build a supportive intellectual and professional community. Our main task this week is to start working on our project ideas*

Iriye, Akira. “The Internationalization of History.” *The American Historical Review* 94, no. 1 (February 1, 1989): 1–10. <https://doi.org/10.1086/ahr/94.1.1>. (Read in-class)

### **Week 2 (January 30<sup>th</sup>): History of the Present and Collective Memory**

*This week, we consider two things: Collective memory, and our research projects. One of the readings this week is particularly disappointing.*

Brown, Wendy. “The End of Educated Democracy.” *Representations* 116, no. 1 (2011): 19–41. <https://doi.org/10.1525/rep.2011.116.1.19>.

Finney, Patrick. “The Ubiquitous Presence of the Past? Collective Memory and International History.” *The International History Review* 36, no. 3 (May 27, 2014): 443–72. <https://doi.org/10.1080/07075332.2013.828646>.

Easum, Taylor. “Sculpting and Casting Memory and History in a Northern Thai City.” *Kyoto Review of Southeast Asia*, no. 20 (September 2016). <https://kyotoreview.org/issue-20/casting-memory-northern-thai-city/>.

*[group-led discussion]*

### **Week 3 (February 6<sup>th</sup>): Proposal + Colonialism**

*This week’s readings are short, but they cover various theoretical and practical aspects of colonialism, which is both a historical process and period on one hand, and an ideology and mindset on the other.*

Bryder, Linda. “Sex, Race, and Colonialism: An Historiographical Review.” *The International History Review* 20, no. 4 (December 1, 1998): 806–22. <https://doi.org/10.1080/07075332.1998.9640841>.

Chávez, John R. “Aliens in Their Native Lands: The Persistence of Internal Colonial Theory.” *Journal of World History* 22, no. 4 (December 2011): 785. <https://doi.org/10.1353/jwh.2011.0123>.

*[group-led discussion]*

*[Formal Project Proposal and Abstract Due in CANVAS by Wednesday Feb 6<sup>th</sup> at 11:59pm]*

### **Week 4 (February 13<sup>th</sup>): World Heritage and Local Livelihoods**

*This week we consider another example of international history at work—UNESCO’s World Heritage list. What does it mean to have a site inscribed on the World Heritage List? Is there a standard of recognition that applies broadly across the globe? Has the program been successful? Since the U.S. has recently pulled funding from UNESCO, it is worth asking how to best preserve and promote historical and cultural heritage around the world.*

Meskill, Lynn. “UNESCO’s World Heritage Convention at 40: Challenging the Economic and Political Order of International Heritage Conservation.” *Current Anthropology* 54, no. 4 (August 1, 2013): 483–94. <https://doi.org/10.1086/671136>.

“Is UNESCO Damaging the World’s Treasures?” *The Independent*, April 28, 2009.

<http://www.independent.co.uk/travel/news-and-advice/is-unesco-damaging-the-worlds-treasures-1675637.html>.

“Who Controls Cultural Heritage?” Hyperallergic, December 31, 2018.

<https://hyperallergic.com/477859/who-controls-cultural-heritage/>.

Andrew Ng Yew Han. *My Aspiration and Dream for a Sustainable Penang*.

<https://www.youtube.com/watch?v=u0KHA2NViOs>.

*[group-led discussion]*

*[Precis DUE in CANVAS by Saturday Feb 16<sup>th</sup> at 11:59pm]*

### **Week 5 (February 20<sup>th</sup>): Archival Research Workshop**

*This week we will meet in the Archives in Albertson Hall. By this point, you all should have already been to the archives as part of one of your earlier classes, especially INTL 200 or HIST 300. This time, we will work closely with the head archivist, Kyle Neill to find appropriate resources for our research projects, but we will also consider the history and implications of the archive for professional historians and scholars/practitioners of international studies.*

Schmidt, Laura. “Using Archives: A Guide to Effective Research.” Society of American Archivists, 2011. <http://files.archivists.org/pubs/UsingArchives/Using-Archives-Guide.pdf>.

MEET ARCHIVES 5th Floor Albertson Hall – Bring Cameras, Phones, and Pencils

### **Week 6 (February 27<sup>th</sup>): Gender, Identity, and the Nation + Posters**

*This week we consider questions of gender, identity, and the nation. One of the readings this week is quite brilliant; the other is by me.*

Roberts, Mary Louise. “The Transnationalization of Gender History.” *History and Theory* 44, no. 3 (October 1, 2005): 456–68. <https://doi.org/10.1111/j.1468-2303.2005.00336.x>.

Easum, Taylor. “Networks Beyond the Nation: Urban Histories of Northern Thailand and Beyond.” In *Routledge Handbook of Urbanization in Southeast Asia*, Routledge, 2018, 191–201.

Thongchai Winichakul. “Maps and the Formation of the Geo-Body of Siam.” In *Asian Forms of the Nation*, Curzon, 1996, 67-92.

*[group-led discussion]*

*[Poster Workshop – bring laptop to class!]*

### **Week 7 (March 6<sup>th</sup>): Neoliberalism and Postcolonialism + Professionalization**

*The readings this week deal with two of the most ubiquitous and tricky theoretical concepts that scholars have to grapple with today—neoliberalism and postcolonialism.*

*After exploring the dangers of neoliberalism, we will unironically turn to marketing ourselves in a merciless professional environment. Here we will work on the professional skills needed to succeed as a graduate of History or International Studies. Students will come to class with positions in mind, and we will work together to determine the materials needed to craft a successful application, and to produce workable drafts of key elements, such as a CV and Cover Letter.*

Vukovich, Daniel. “Postcolonialism, Globalization, and the ‘Asia Question.’” SSRN Scholarly Paper. Rochester, NY: Social Science Research Network, 2013.

<https://papers.ssrn.com/abstract=2265322>.

David Harvey. “Neoliberalism as Creative Destruction.” *The ANNALS of the American Academy of Political and Social Science* 610, no. 1 (March 1, 2007): 21–44.

<https://doi.org/10.1177/0002716206296780>.

Brenner, Neil, Jamie Peck, and Nik Theodore. “After Neoliberalization?” *Globalisations*, 2010, 327–345.

*[group-led discussion]*

*[Professionalization Workshop – Bring at least two job ads to class, along with CV and Resume]*

### **Week 8 (March 13<sup>th</sup>): History Day**

*There is no in-class meeting this week; however, we will continue working on our article precis and our project in general.*

*[Thursday, March 14, 2019, 2pm - 7pm]*

## **-- --- SPRING BREAK --- --**

### **Week 9 (March 27<sup>th</sup>): One Belt One Road**

*Our task this week is to explore the contours of modern empire and the global ‘balance of power’ (a tired phrase to be sure) today. We will consider the view from both the U.S. and mainland China, through a translated essay that was recently blocked by the great firewall of China.*

Osnos, Evan. “Making China Great Again.” *The New Yorker*, January 1, 2018.

<https://www.newyorker.com/magazine/2018/01/08/making-china-great-again>.

Pong, Jane, and Emily Feng. “Confucius Institutes: Cultural Asset or Campus Threat?” *Financial Times*, October 26, 2017, sec. China Politics & Policy. <https://ig.ft.com/confucius-institutes/>.

Cai, Peter. “Understanding China’s Belt and Road Initiative.” Lowy Institute for International Policy, March 2017.

[https://www.lowyinstitute.org/sites/default/files/documents/Understanding%20China%E2%80%99s%20Belt%20and%20Road%20Initiative\\_WEB\\_1.pdf](https://www.lowyinstitute.org/sites/default/files/documents/Understanding%20China%E2%80%99s%20Belt%20and%20Road%20Initiative_WEB_1.pdf).

“China’s Red Empire — To Be or Not To Be?” *China Heritage* (blog), January 17, 2019.

<http://chinaheritage.net/journal/chinas-red-empire-to-be-or-not-to-be/>.

*[group-led discussion]*

### **Week 10 (April 3<sup>rd</sup>): The End of Empire?**

*This week we consider some lighter fare: the ever-present specter of empire, a key concept that influences much scholarship in both history and international studies. What does empire even mean in both historical and contemporary contexts? What does the end of empire look like, and are we witnessing it? How does this influence our research and work?*

Jacques, Martin. “Review: Colossus: The Price of America’s Empire by Niall Ferguson.” *The Guardian*, June 5, 2004. <http://www.theguardian.com/books/2004/jun/05/highereducation.history>.

Alfred McCoy, “Will China Be the Next Global Hegemon?” *TomDispatch*, August 21, 2018.

[http://www.tomdispatch.com/blog/176460/tomgram%3A\\_alfred\\_mccoy%2C\\_will\\_china\\_be\\_the\\_next\\_global\\_hegemon](http://www.tomdispatch.com/blog/176460/tomgram%3A_alfred_mccoy%2C_will_china_be_the_next_global_hegemon).

*[group-led discussion]*

### **Week 11 (April 10<sup>th</sup>): Writing Workshop**

*This week we focus on writing. Students will bring their literature review draft to class, where we will engage in peer review, and discuss some of the challenges of academic and professional writing in general.*

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. Second Edition. W. W. Norton & Company, 2009 (focus on the pages relevant to your research).

*[Bring Literature Review draft to class; Submit final to CANVAS by April 13th, 11:59pm]*

### **Week 12 (April 17<sup>th</sup>): Writing Week**

*This week there is no class scheduled; however, students need to meet with me individually to discuss their research, writing, and poster progress.*

### **Week 13 (April 24<sup>th</sup>): Poster Workshop**

*Our task this week is to refine and finish our research posters for the COLS Symposium.*

*[Poster Workshop; Poster Printing]*

### **Week 14 (May 1<sup>st</sup>): Professional Presentation and Research Papers**

*The task this week is to refine and finish our research posters for the COLS Symposium. We will meet to practice and refine our presentations.*

*[Full Draft of Research Essay DUE in CANVAS May 3 by 11:59pm]*

*[Friday, May 3, 2019 at 2 PM – 5 PM: COLS Undergraduate Research Symposium]*

### **Week 15 (May 8<sup>th</sup>): Course Wrap-up**

Final Meeting: Presentations and discussion of research essays

### **Final Exam Week (May 15<sup>th</sup>)**

*[Final Draft of Research Essay DUE in CANVAS May 15 by 11:59pm]*

FINAL NOTE: This syllabus is a working document, and like our research projects, will likely change from week one to the end of the semester. Make sure to pay attention and attend class to be aware of any updates or changes.